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ABSTRACT

The communication activities described in this guide for English as a second language students emphasize functional competence over passive knowledge and focus on verbal strategies which enable students to interact. Communicative competencies are highlighted through stress on developmental levels (listening, speaking, reading, and writing) and nonverbal communication, as well as on culture as a component of language learning. This is the third of three volumes with communication activities intended for the intermediate grades. Each of the three volumes of the series has three components which can be structured and combined to meet the needs of both students and teachers. The components are composed of interchangeable, independent activities that can be closely correlated with the basic language arts curriculum. This volume includes components linking language arts skills with the world of work, especially (1) public service careers, (2) careers related to transportation, and (3) health-related careers. Student material contains narratives, cartoons, games, and other projects of high interest and low readability. Exercises, worksheets, and evaluations are included, along with a detailed procedure section to guide teachers in the implementation of the lesson. (NCR)

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APPLIED BASIC CURRICULUM SERIES

# Communication Skills

## a practical view

Teacher Edition

Volume III

ED227710

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# INSTRUCTIONAL APPROACH

The activities in Communication Skills: A Practical View are intended for the intermediate grades. Each of the three volumes of the series has three components which can be structured and combined to meet the needs of both students and teachers. The components are composed of interchangeable, independent activities that can be closely correlated with the basic language arts curriculum. The activities are designed to emphasize functional competence over passive knowledge and to focus on verbal strategies which enable students to interact. Communicative competencies are highlighted through stress on developmental levels (listening, speaking, reading, and writing) and nonverbal communication, as well as on culture as a component of language learning.

Although the three components in each volume are numbered, this does not indicate sequence or level of difficulty. This sequence represents only one possible combination of activities. Student material contains narratives, cartoons, games and other fun projects of high interest and low readability.

Exercises, worksheets, and evaluations are included, along with a detailed procedure section to guide teachers in the implementation of the lesson. It is hoped that teachers will find these supplementary materials interesting, innovative, and motivational.

# Component 1

Section One

Section Two

Section Three

# PUBLIC SERVICES

# OVERVIEW

The component is designed to give the students the opportunity to link the world of work, especially Public Service careers, with language arts skills.

Section 1 deals with listening-speaking skills in a work-related activity which involves understanding contemporary problems through predicting outcomes of said problems; the ability to hypothesize what will happen next; and the analysis of topics in "brainstorming".

Section 2 deals with reading skills. Students will use context clues to determine the unfamiliar words in a short narrative that explains the duties of a meter reader. The narrative also touches on contemporary problems.

Section 3 deals with writing skills in the context of organizing paragraphs using sequential order. This section presents the concept of cause-effect in a narrative about a firefighter and the process of fighting a fire. It also analyzes contemporary fire-related problems.

# GOALS

LISTENING-SPEAKING: The students will show their listening abilities by predicting the outcome of the narrative, and will show their expressive abilities by analyzing contemporary problems and brainstorming in order to present a solution to these problems. They will perform with

READING: The students will define unknown words by learning to take advantage of context clues.

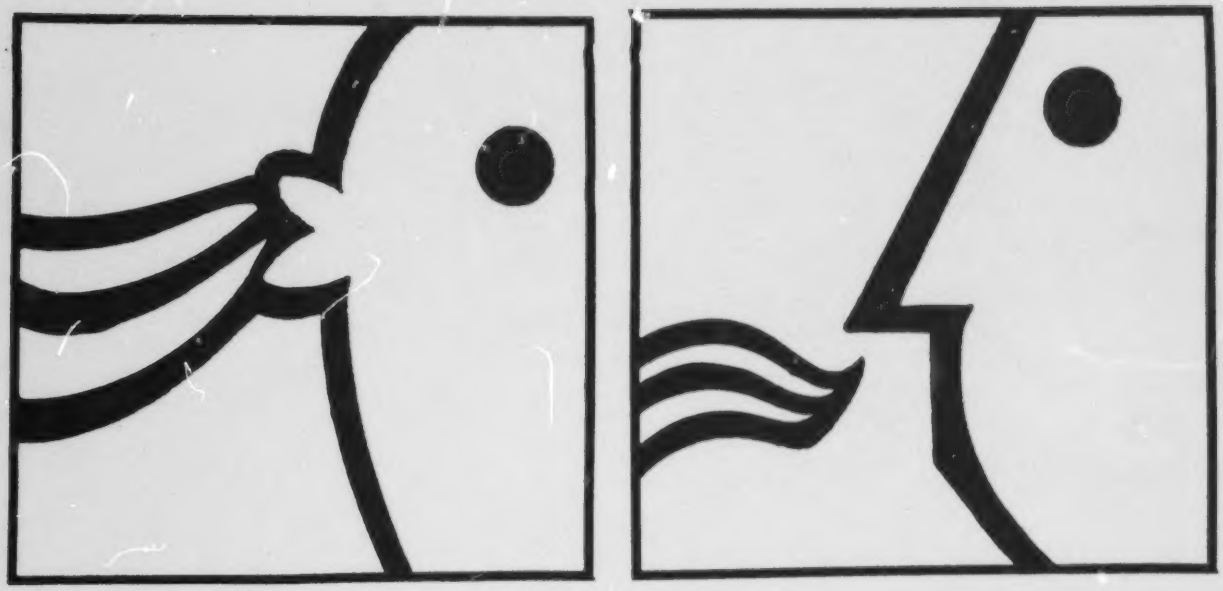
WRITING: The students will organize paragraphs using sequential order and will understand the concept of cause and effect.

# LEARNING SECTIONS

*SECTION 1: Sorting Out a Mail Problem*

*SECTION 2: Reading Meters with a Meter-Reader*

*SECTION 3: Fire One!*



# COMPONENT I

## Section One

# Section One
# Sorting Out a Mail Problem

## Key Words

- postal clerk
- customer
- apologize
- strike

## Learning Objective

*Given a narrative with emphasis on the Public Service career of a postal clerk, the students will show their abilities to listen by predicting the outcome of the narrative and hypothesizing what will happen next; and will show their ability to express themselves orally by analyzing contemporary problems in a discussion situation and by brainstorming and presenting their ideas on the solution of these problems. The students will perform with 80% accuracy on the evaluation.*

## Materials

- tape (cassette) player
- post office pictures
- newspapers showing current problems related to this component.

## Domains and Levels

**Cognitive:** Comprehension, Application, Analysis, Synthesis

**Affective:** Receiving, Responding, Organization

# IMPLEMENTATION GUIDELINES

Time: *45 Minutes*

*STEP I* — Since this is a listening-speaking component, the student should understand that true listening is essential. Directions for the activity should be given at this time.

(a) The teacher will read the narrative and students should listen carefully, noting the mood of the conversation.

(b) They will be expected to predict the final outcome of the conversation by orally bringing it to an end using two or three appropriate sentences.

(c) They will be required to tell (on an individual or group basis — depending on time limits) what they believe will happen next immediately following the action in the narrative.

*STEP II* — Before reading (or playing the tape of the narrative), a quick discussion could be started concerning the post office.

Example:
1. How many of you have been in a post office?
2. What is a post office for?
3. What job do the people at the post office do?
4. Do you know anyone who works at the post office?
5. Do you ever talk to your mailman?

*STEP III*— After the short discussion (necessarily keep it brief) the teacher should read the narrative to the students — or play the pre-recorded tape, if available — reading at a moderate pace to make sure the students pick up the words. The conversation may be dramatized to make it more convincing. Pauses are effective in pacing the reading.

*STEP IV*— The teacher may ask several questions to make sure the students have understood the selection. The teacher may emphasize key words and explain anything that students don't understand.

Question: What problem did the customer have?
Response: Mail was late. Bills arrived late.

Question: Who had the biggest problem, the customer or the postal clerk?
Response: Varied — may cause discussion.

Question: Have you or your family ever had trouble with your mail?
Response: Yes - no. Examples may be given

# IMPLEMENTATION GUIDELINES

*STEP V* — (a) After the students understand the reading selection, the teacher should guide the students to a common agreement on the outcome of the conversation. Various alternatives are of course acceptable, but the instructor must make sure that answers are derived from data given in the selection and/or that answers are along a solid line of reasoning and common sense. The consensus will take the form of an individual selected by the group (or the teacher) finishing the story after discussion. This oral exercise should show correct usage.

(b) After the consensus is reached, discussion may center on related topics, such as: energy shortages, food shortages, crises affecting businesses, personal relationships during a crisis, and the value of working on a problem together.

*STEP VI* — The teacher may divide the class into compatible groups, with more teacher help going to the slower group. The groups are to "brainstorm" together and each group is to present its ideas on: solving problems between people, solving national problems (such as shortages of a commodity), and what to do if you have a problem (as a consumer). The teacher should explain the steps to take when one complains.

Consumer Awareness:

1. Appropriatness or validity of complaint
2. Person to go to with a complaint
3. Demeanor of the person complaining
4. Perseverance of plaintiff
5. Steps to take if no action is taken on your complaint

*STEP VII*—If any time remains or can be taken, the effects of various contemporary problems on other public servants and public services can be discussed with the students.

(a) The teacher may ask for examples of other public services or public service titles.

| Example: | | |
|---|---|---|
| | Weathermen | (025.088) |
| | Oil Exploration Geologist | (024.081) |
| | Teachers | (091.118) |
| | Policemen | (373.C377) |
| | Garbage Collectors | ( 955 ) |
| | Probation Officers | |

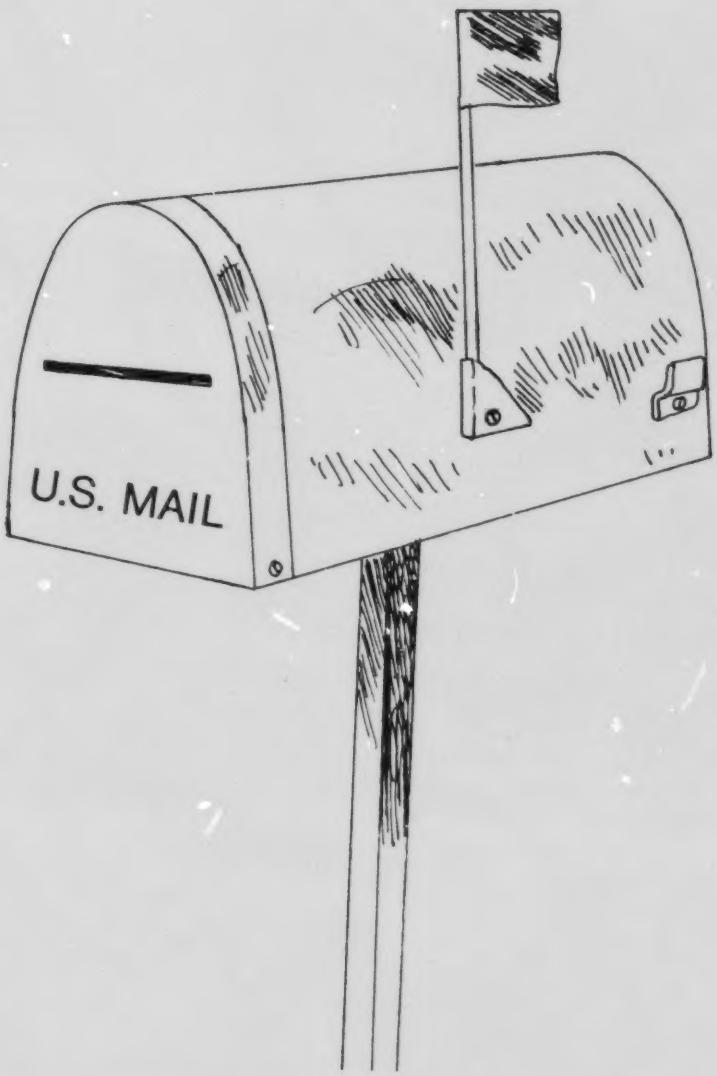
(b) The teacher should ask for other examples of contemporary problems.

Example: crime
illiteracy
road maintenance
high utility costs
sex role conflicts



*STEP VIII* - The Home and Community activity is optional, to be done if time permits.

# STUDENT ACTIVITY MATERIAL



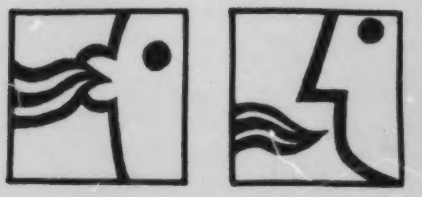

Have you ever heard people complain about the mail?

"I can't believe they lost my package!"

"The mail is always late!"

"It costs so much to mail a letter!"

Let's go to the post office and find out what's going on.



This information may be taped, if possible. If not possible, the selection can be acted out by the students or read. Sounds and voices from inside a post office:

Voice heard on tape: Postal Clerk - Yes, sir, your package should get to Chicago in about a week.

Customer - That sounds OK. Can I also have a 20¢ (twenty-cent) stamp?

Postal clerk - You bet! That will be $1.40 (a dollar forty); $1.20 (a dollar twenty) for the package and twenty cents for the stamp.

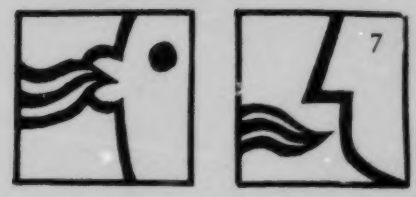
Narrator: A *postal clerk* is a person who works at the post office. You can hear his voice in the background talking to a *customer*. His job is to weigh your mail, sell you stamps, and help you get around in the post office. He has other jobs to do, but these are the most important. Listen as he tries to solve a customer's problem.

Postal clerk - Next! May I help you?

Customer - Yes, sir. I need help with a problem.

Postal clerk - Well, maybe we can work it out for you.

Customer - I sure hope so. I'm getting tired of it! All my mail is




getting here late, and by the time I send out my bills, they are late by at least two weeks!

Postal clerk - I *apologize* for any problems you are having. We are doing everything we can to get your mail to you on time. But we have a problem too.

Customer - Oh really? I didn't know that. What is wrong?

Postal clerk - Did you watch the news on TV last night?

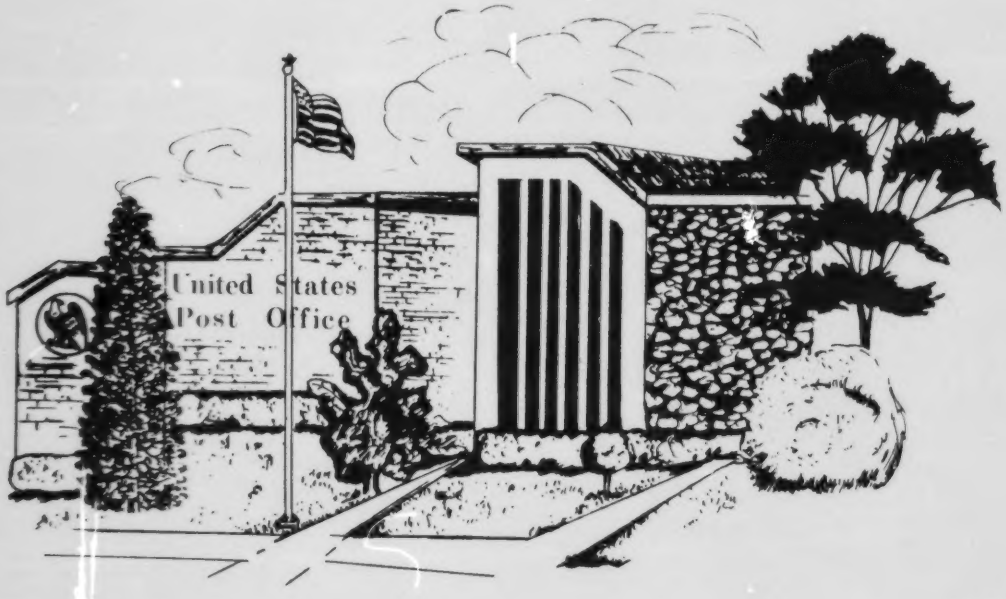
Customer - No, I didn't.

Postal clerk - Maybe you will understand after I tell you. This is the fifth week of a truck *strike*. The news last night said that it could last another five weeks. That is why your mail is so late. But we're doing our best!

Customer - I see; that explains quite a few things.

# HOME and COMMUNITY

The student may ask to go with a parent or relative to a public service area (post office, bank, etc.), especially if there is a problem that is to be discussed. The level of the problem must, of course, be such that it is permissible for the student to listen. Also the student should be able to understand the problem. This will bring the student closer to his family as well as to show him/her the rendering of a public service. The main thrust is to show the student how a contemporary problem can be worked with to one's advantage, as well as to analyze situations one might meet in life.



# EVALUATION

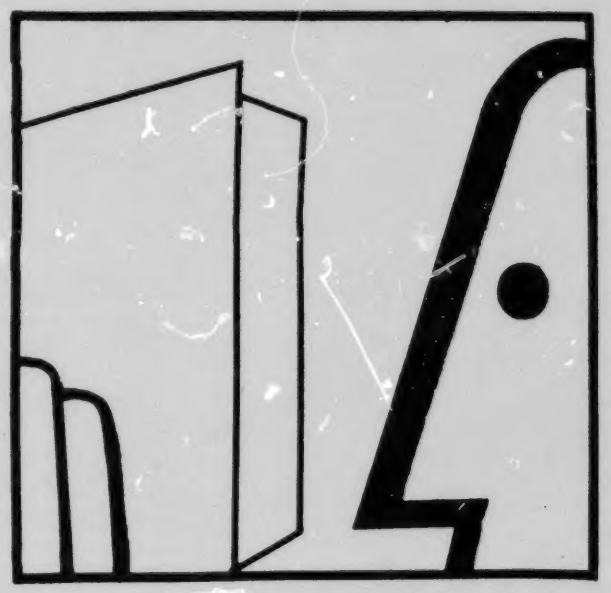
The evaluation of Section 1 is based on those subjective observations made by the instructor. The observations will include the use of the following criteria:

Alternative A. If students are graded by groups:

1. Responses to questions asked by instructor
2. Willingness to cooperate within the group
3. Validity of consensus
4. Correct usage
5. Analysis of related topics (Step V)
6. Presentation of ideas
    a. style of presentation
    b. effectiveness of presentation
    c. level of preparation

Alternative B. If students are graded individually:

1. Class participation
2. Cooperation and amount of work done with group
3. Contribution to consensus
4. Correct usage
5. Help in analyzing and coming up with ideas during brainstorming



# COMPONENT I

## Section Two

# Section Two

# Reading Meters with a Meter-Reader

## Key Words

- meter reader
- gauges
- ledger
- expended
- tampering
- dial (n.)
- vandalized
- vaccinations
- cautious
- vicious
- cooped-up
- employs
- diverse

## Learning Objective

*Given a short narrative about a gas meter, the students will demonstrate their ability to determine the meaning of unfamiliar words by using context clues and will show their awareness by analyzing contemporary problems in a reading situation. The students will perform with 80% accuracy on the evaluation.*

## Materials

- copies of narrative for the students
- picture or drawing of a gas meter
- newspapers
- copies of evaluation instrument

## Domains and Levels

**Cognitive:** Knowledge, Comprehension, Application, Analysis

**Affective:** Receiving, Responding, Valuing

# IMPLEMENTATION GUIDELINES

Time: *45 Minutes*

*STEP I* — The instructor must make sure that there are sufficient copies of the narrative for the students.

*STEP II* — Instructions must be given in regard to what expectations the instructor has for the students. The instructions are as follows:

a. The students are to read the narrative carefully and slowly.

b. The main objective of this exercise is for the students to determine the meanings of the unfamiliar words.

c. They are to list on their own papers words that are most unfamiliar to them, possibly writing a tentative definition or synonym beside them.

d. They will be expected to be aware of any problems that the meter reader mentions in the essay, plus any related.

e. They will also need to notice and retain any facts relating to the duties of being a meter reader.

*STEP III* — While the students are reading, the teacher may write the "Key Words" on the board.

*STEP IV* — The teacher may explain once again that several words are unknown to them in the narrative. Then, the teacher may go on to explain that most unknown words can be understood because the words they know give them "hints" about the words they don't know.

Note: Here are some hints for the instructor on how the "hints" work:

gauges - the word "meter" is used directly before the word "gauges." It is identified as an alternative word by the use of the word "or."

ledger - "notebook" - Question: What do people usually carry around to write information on or jot down notes?

expended - the sentence before this one contains the phrase "gas has been expended."

Others work in similar fashion.

# IMPLEMENTATION GUIDELINES

*STEP V* - The teacher may read the narrative back to the students quickly, and as he or she gets to the key words, stop and ask volunteers to define them. Then the "hints" that point to the definition (and correct or refine the student's definition) may be explained.

*STEP VI* - Any other unknown words that the students have listed should be solicited and explained through the "hint" system.

*STEP VII* — The teacher should discuss with the students the duties of the meter reader and ask if:

(a) The students know their meter reader.

(b) The students are interested in becoming meter readers or working their way up to be meter reader supervisors.

(c) The students can think of related public service jobs.

*STEP VIII* — The teacher should have the students do the matching activity as a follow-up to the narrative.

*STEP IX* — The teacher should bring up (unless the more resourceful students suggest it) the various problems that the meter reader speaks of in the narrative.

The problems found in the narrative include:

.vandalism
.inoculation (a) animal

(b) human

.rabies and related diseases
.modern working conditions and their effect on health

*STEP X* — As an enrichment activity the students may form groups to look through newspapers. With the newspapers,

(a) They should cut out articles dealing with, or relating to, problems found in the narrative.

(b) They should underline unknown words and attempt to define them by context in the margin of the article.

(c) A small notebook of these articles should be pasted together as a project.

(d) Solutions to the problems dealt with in the articles could be written out in essay form on the page under the pasted article.

(e) Display the folders.

# IMPLEMENTATION GUIDELINES

*STEP XI* - There should be one copy of the evaluation for each student. The students are to define unknown words by context.

*Note to the teacher:

Some related public service jobs:

| Job | Dictionary of Occupational Titles Number |
|---|---|
| Gas plant operator<br>Controls equipment in gas plant to produce, purify, and store gas. | 935.380 |
| Safety engineer<br>Uses mechanics, chemistry, psychology, and industrial health and safety laws to prevent situations from happening. Studies ways of preventing accidents. | 012.081 |
| Meter tester<br>Installs, adjusts, repairs meters. Examines meters using special gauges. | 710.281 |

Other public service jobs:

| | |
|---|---|
| Environmental scientist<br>Concerned with history, composition, and characteristics of earth's land, water, interior, atmosphere, and space environment. Solve practical environmental problems. | 024.081 |
| Librarian<br>Makes information available. Organizes collections of books, pamphlets, records, periodicals, etc. Is the head of a library. | 100.118 |
| Military personnel<br>Duties may vary. | 387 series |

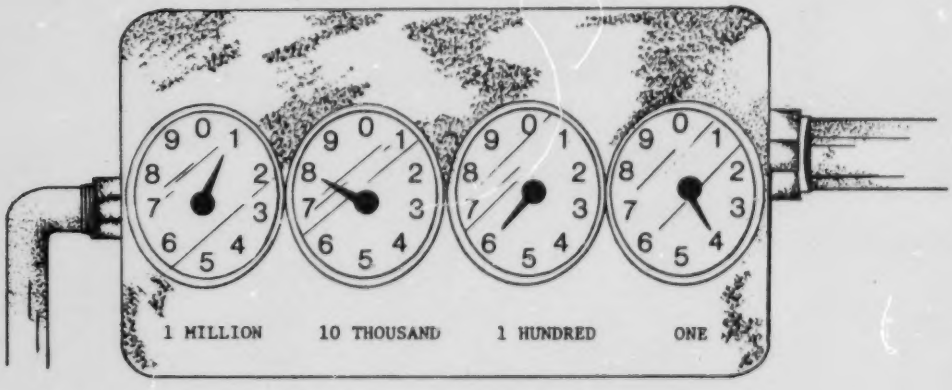
*STEP XII* — The Home and Community activity is optional. The teacher may complete it if there is sufficient time.

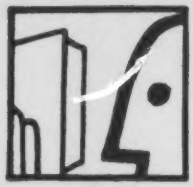
# STUDENT ACTIVITY MATERIAL

## Reading Meters with a Meter Reader

Hello, my name is Janie Carranza, and I am a meter reader. My job is to go from house to house reading gas meters. These meters, or *gauges*, tell how much gas your family has used this month. After I write down in my *ledger* how much gas has been *expended*, I check to make sure that the meter is running right and that nobody has been *tampering* with it. If the little hands on the *dial* are broken, I have to fix them.

There are many problems in my job. *Vandalized* or damaged meters is not the only problem. Another problem is dogs, especially if they have not had their rabies *vaccinations*. People don't realize how bad rabies are, and since I work in people's back yards where there are dogs, I have to be *cautious*. Actually, I like dogs and dogs like me, but every once in a while, I meet a *vicious* one.





I like my job very much. I can be outside in the fresh air all day, while most people are *cooped-up* inside. In order to get around town, I have been given a truck by the company that *employs* me. I walk a lot too, so I get my exercise, and I meet a lot of *diverse* people every day. I meet a lot of different dogs, too!

## Exercise

Matching:

Match the word on the left with its definition on the right.

| | | | |
|---|---|---|---|
| ___ | 1. gauges | a. | "shots" |
| ___ | 2. ledger | b. | notebook |
| ___ | 3. expended | c. | damaged |
| ___ | 4. vandalized | d. | mean |
| ___ | 5. cautious | e. | careful |
| ___ | 6. vaccinations | f. | used |
| ___ | 7. vicious | g. | meters |

## Key to Exercise

Key to matching:

g 1.

b 2.

f 3.

c 4.

e 5.

a 6.

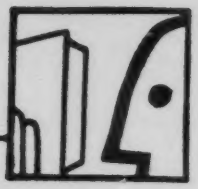
d 7.

# HOME and COMMUNITY

The student may call the gas company and ask when the neighborhood meter reader will be in the neighborhood. If it is convenient, especially on a weekend, or on a weekday after school, the student may ask the meter reader to briefly explain the dials on the meter and to let the student help read the meter. The student can then share his information with students at school, and this can possibly be an extra-credit grade.

If this is not possible (conflicting schedules), a visit by the student to the gas company office may be an alternative activity.

# EVALUATION



To the teacher:

The Evaluation for Section 2 is comprised of a letter similar in content to the student activity material narrative. It is important to note that the key emphasis in this component is reading. The task is to determine the meaning of unknown words by using the context "hints" or clues. The students will read the selection and using the skills they have learned, will write synonyms or define in their own words the unknown words.

An alternative evaluation may be to choose a selection yourself from a 7th or 8th grade book, especially one that, in your opinion, gives good examples of context clues and asks the students to define the words or write a synonym.

# EVALUATION

Read the following letter carefully and then answer the questions.

Young Jin-Shin
259 Elixir
Dallas, Texas 75298

Guadalupe Ybarra
Customer Service
Greater Southwest Gas Company
Dallas, Texas 75201

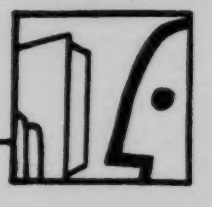
Dear Sir or Madam,

I am writing to complain about the meter reader who works in my neighborhood. He is *employed* by your company, and he insists on reading the *gauges* wrong. I have explained to him that the meter was *vandalized* about a month ago, and the *dials* were *tampered* with, so that he cannot really tell how much gas has been *expended*.

Much to my surprise, he got mad and acted *vicious!* I am an elderly person and I'm *cooped-up* all day, so I cannot go to see you in person. Please make sure the meter is read correctly, because I cannot afford to pay much on my gas bill, and make sure your meter reader has had his rabies *vaccinations!* I thought he was going to bite my head off!

Very truly yours,

Young Jin-Shin



# EVALUATION

Write the synonyms or definitions by the unknown words.

1. employed _____
2. gauges _____
3. vandalized _____
4. dials _____
5. tampered _____
6. expended _____
7. vicious _____
8. cooped-up _____
9. vaccinations _____

# EVALUATION

Key

Approximate answers for evaluation:

1. employed - works for a company
2. gauges - meters
3. vandalized - damaged
4. dials - hands that point to the numbers
5. tampered - "fooled-with"
6. expended - used
7. vicious - mean
8. cooped-up - stuck inside all day
9. vaccinations - "shots"

# COMPONENT I
## Section Three



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# Section Three
# Fire One!

## Learning Objective

*Given a narrative about a firefighter, the students will show their abilities to organize paragraphs using sequential order and will demonstrate their understanding of cause — effect relationships during the process of understanding contemporary problems. The students will perform with an 80% accuracy on the evaluation.*

## Key Words

- bombarding
- instructed
- unconscious
- proceed
- hydrants
- administer
- at the scene
- investigate
- smoke detector

## Domains and Levels

**Cognitive:** Knowledge, Application, Synthesis

**Affective:** Receiving, Responding

## Materials

- copies of narratives, Parts I and II
- audio-visual aids concerning fire-fighting (optional)

# IMPLEMENTATION GUIDELINES

Time: *45 Minutes*

*STEP I* — This is a writing activity and the student should be made aware of this fact. Also remind the student that he will have to start the activity with the concept of sequential (chronological, time, etc.) order in mind. Directions should be given at this time.

(a) The students listen to the narrative while they follow along on their copies. They should listen and read carefully, noting the fact that the second paragraph is out of order.

(b) They will be expected to organize the second paragraph in sequential order by writing the order number in the blank by the sentence (if time permits and for writing practice, they can write the sentences in order, thus allowing them to see what they have actually done).

(c) In part II, the students will be expected to fill in the blank with the appropriate cause or effect. If the instructor deems it necessary, the student can write the cause-effect in a complete sentence.

*STEP II* — Before the narrative is read, there could be a quick, spontaneous, discussion on the role of the firefighter in modern society. Topics you can touch on include:

(a) the dangers of being a firefighter
(b) the rewards of being a firefighter
(c) the problem of arson
(d) the problem of injury or death by fire
(e) fire prevention
(f) carelessness with fire

*STEP III* — After about a 10 minute discussion, the teacher may read the narrative to the students. The teacher should read at a moderate pace to make sure the students understand the narrative.

*STEP IV* — The key words should be quickly explained if the students do not know them. They may refer to the use of "hints" (context clues).

# IMPLEMENTATION GUIDELINES

*STEP V* — (a) When the students have understood the directions and have a concept of sequence, let them proceed with the second paragraph "re-sequencing." It is advisable to help them find the first sentence, especially if the majority of the class has difficulty in writing. There is a possibility of several alternatives in sequence, but the instructor must make sure that there is a basis or a reason for the particular selection made by any student.

(b) The students should immediately proceed to Part II ("cause-effect"). Before the students begin, they should understand the concept of cause-effect. (Simply put: The cause is what causes something to happen; the effect is what happens because of the cause). They should then proceed to fill in the blanks with a reasonable cause or effect.

*STEP VI* — When the activity in Step V is completed there should be an overall "wrap-up" of the material touched-on in this component. Possibilities of subjects for discussion are:

(a) different areas of the firefighters occupations such as forest firefighter, airport crash firefighter, arson investigator, fire marshall, etc.

(b) other public service jobs

(c) fire prevention (including the use of smoke alarms and fire extinguishers.)

*STEP VII* — As an enrichment activity, students could cut newspaper clippings related to any mention of fire, arson, fire-prevention, fire-related damage, deaths, or injuries, and place them in a folder, along with suggestions on what to do in case of fire prevention, and related careers.

*STEP VIII* — Evaluation

*STEP IX* — If time allows, the students should complete the Home and Community activities.

# STUDENT ACTIVITY MATERIAL

FIRE ONE!

Determine the correct order of the sentences in the second paragraph by writing the correct number in the blank beside the sentence.

As a firefighter, I have many responsibilities. My name is Noah Weintraub and I work for the Philadelphia Fire Department. As you know, my main duty is to fight any kind of fire that happens to start anywhere in the city. And boy, do we have a lot!

____ a. As soon as the hoses are hooked-up, we start *bombarding* the building with water. ___ b. When the station receives news of a fire, the alarm goes off immediately, and we are *instructed* where to go to put out the fire. ___ c. If we are sure that the fire is completely out, most of us leave, but a few remain to watch and make sure that the fire stays out. ___ d. As fast as we possibly can, we all jump on the fire trucks and rush to the fire. ___e. While one crew is putting water on the fire, another crew goes in to try and locate some of the people that may be trapped, scared or *unconscious*. ___f. The minute the first crew arrives, they *proceed* to hook up the hoses to the *hydrants* and to the trucks. ___g. If any people are found, they are rescued, and if necessary, we *administer* first-aid. ___h. We immediately stop what we're doing and run to put on our fire-fighting clothes.

___i. The crew that remains *at the scene* also *investigates* the cause of the fire and tries to find a way to keep the same thing from happening again.

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Being a fire-fighter is not always an easy job, but helping people understand and beware of fires has a lot of rewards. The people that I have helped are usually very grateful and it feels good to help somebody, especially when they are in trouble.

II. Cause-effect

Fill in the blank with what you think is the cause of something or the effect of something.

1. pouring water on a fire / _____.
2. _____ / someone is hurt.
3. _____ / you administer first-aid.
4. we jump on a fire truck / _____.
5. fire prevention / _____.
6. _____ / water comes out of the hose.
7. person goes to sleep while smoking / _____.
8. _____ / put on our fire-fighting clothes.
9. children are playing with matches / _____.
10. your *smoke detector* starts buzzing / _____.

III. Write one paragraph about a Public Service career such as fireman. Emphasize how this particular career contributes to solving contemporary problems.

_____

_____

KEY

Narrative - Part I

(Best order of sentences. Accept logical answers.)

a. 5

b. 1

c. 8

d. 3

e. 6

f. 4

g. 7

h. 2

i. 9

Narrative - Part II

(Possible answers.)

1. cause / water put out fire
2. Answers may vary / effect
3. someone is hurt / effect
4. cause / truck takes us to fire
5. cause / no fires
6. turn on hydrant / effect
7. cause / cigarette may start a fire
8. alarm is heard at fire station / effect
9. cause / fire starts or child burns himself or herself
10. cause / fire cause / escape burning house.

Part III

Accept all logical answers.

# HOME and COMMUNITY

The student can suggest to one of his parents that he or she map out escape routes in the house in case of fire. This would give the student some idea of how his or her house is laid out, and it could be a useful idea in case of emergency.

The student, while mapping out the escape plan, could also make an inventory of flammable substances (liquids, rags, cloth, paper), especially if they are in particularly susceptible places, (hot attic, near wiring, next to water heater).

This should be presented to the class and could be used as an extension of the evaluation, as well as a valuable learning experience.

# EVALUATION

The evaluation of Section 3 is based on the student's performance on Narrative Parts I and II. Using the Key the teacher can evaluate the performance and assign a specific grading system.

Criteria that can be used are the following:

Part I. 1. Ability to use sequential order with reason. (This would include the use of viable alternatives.)

2. Validity of decisions.

Part II. 1. Ability to understand cause-effect relationships.

2. Ability to predict or improvise cause or effects, as the situation dictates.

# Component 2

Section One

Section Two

Section Three

# THE LANGUAGE IN TRANSPORTATION

# OVERVIEW

The component is designed to give the students the opportunity to link the world of work, especially careers related to transportation, with language arts skills and emphasize that there are certain worker qualifications for specific careers.

Section 1 deals with listening-speaking skills in a work-related situation which involves simple note-taking and describing persons, places, and things.

Section 2 deals with reading skills. Students demonstrate their ability to read, understand, and locate transportation-related jobs in the classified ad section of the local newspaper.

Section 3 deals with writing skills in the context of unscrambling sentences and re-organizing them to form a logical, sequential paragraph.

# GOALS

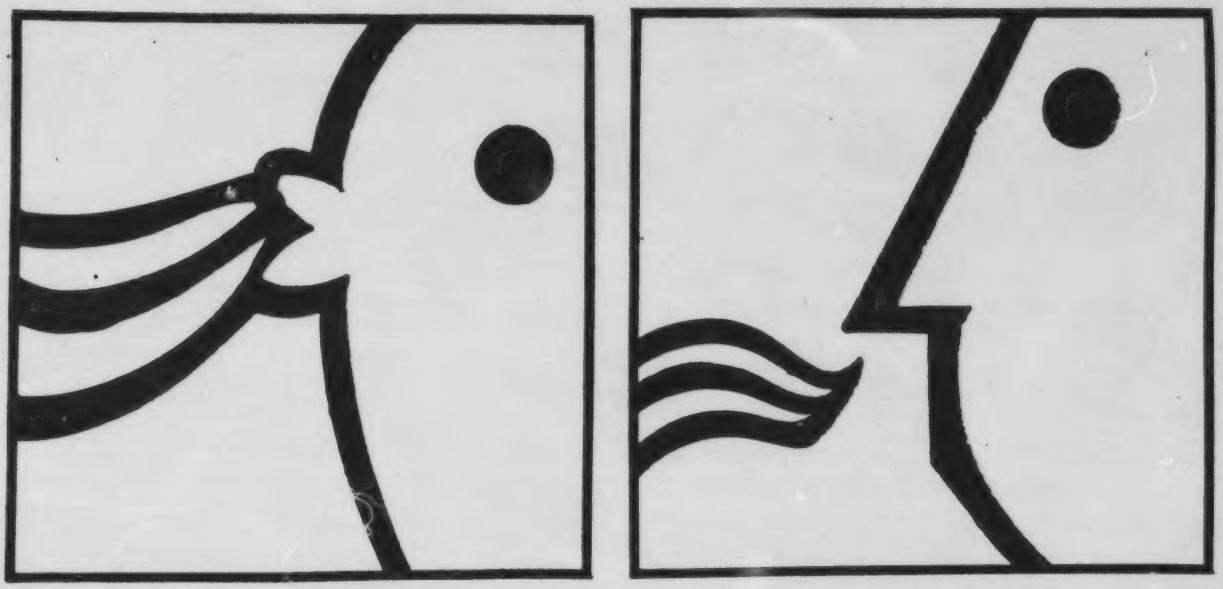
| | |
|---|---|
| LISTENING-SPEAKING: | The students will show their listening abilities by taking class notes on a selected narrative of a person, place, or thing, and will show their expressive abilities by describing persons, places, or things. |
| READING: | The students will demonstrate their reading ability by reading and understanding the local newspaper, specifically classified ads containing job information. |
| WRITING: | The student will unscramble a group of sentences to form a paragraph. |

# LEARNING SECTIONS

*SECTION 1: Juliana Mora*

*SECTION 2: Using the Classified Ad Section*

*SECTION 3: Organizing a Paragraph*



# COMPONENT II

## Section One

# Section One
# Juliana Mora

## Key Words

- air traffic controller
- piercing
- interview
- qualifying

## Learning Objective

*Given a narrative which deals with career qualifications with emphasis on the Transportation career of Air Traffic Controller, the students will show their abilities to listen by simple note-taking, and will show their ability to express themselves orally by describing persons, places and things. The students will perform with 80% accuracy on the evaluation.*

## Materials

- copies of narrative "Juliana Mora: Air Traffic Controller"
- copies of narrative: "Being An Air Traffic Controller"
- copies of worksheet: "Describing the Person"

## Domains and Levels

**Cognitive :** Knowledge, Comprehension, Application, Analysis

**Affective :** Receiving, Responding, Valuing

# IMPLEMENTATION GUIDELINES

Time: *45 Minutes*

*STEP I* - Perhaps before the narrative is read to the class, it may be appropriate for the teacher to conduct a class discussion regarding the career of an Air Traffic Controller. The teacher should emphasize career qualifications.

Example:
1. What is an Air Traffic Controller?
2. What are the qualifications for the career?
3. What are the duties and responsibilities?

*STEP II* - Since this is a listening-speaking component, the student should understand that true listening is essential.

(a) The teacher will read the narrative to the class; the students should listen carefully.

(b) As the teacher reads the narrative, the students should take notes.

* Note to the teacher:

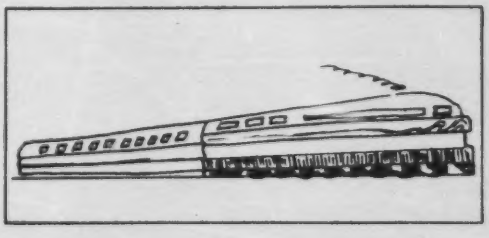
Some related transportation jobs:

| Job | Dictionary of Occupational Title # |
|---|---|
| Taxi Driver | 913.643 |

A semi-independent operator who may be free to cruise the streets, or may be radio dispatched. There are no special educational requirements. Most cities require taxi drivers to have a chauffeur's license. You must be twenty one years old.

Locomotive Engineer — 910.383

In charge of the actual operation of a locomotive; operates the machinery, interprets signals, and is responsible for the safe, efficient operation of the train. Qualifications include a college degree and knowledge of math and science, as well as a state license.



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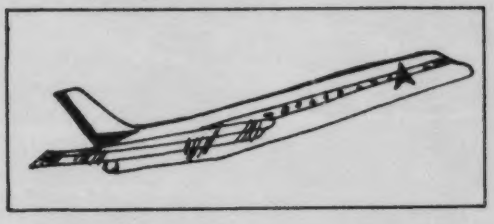
# IMPLEMENTATION GUIDELINES

Flight Attendant 352.878



Concerned with performing personal passenger services in airliners. To qualify you must finish high school and two years of college; a background in English and one foreign language helps.

Some of the family divisions in the career cluster of Transportation are:

a) Highway transport
b) Rail Transport
c) Airborne Transport
d) Pipeline Transport
e) Water Transport

*STEP III* - After the brief review of careers in Transportation and the Air Traffic Controller's job description, the teacher should read the narrative to the class.

*STEP IV* - When the teacher finishes reading the narrative, he or she should check to see how the students did in note-taking. The student's work should indicate to the teacher how well the student was listening.

*STEP V* - The teacher will now have the students listen to the narrative again. This time the students are to take notes that will help them describe Juliana Mora, the Air Traffic Controller.

*STEP VI* - When the narrative has been read, the teacher will have the students take turns describing the character. This class exercise may be enriched by having students describe each other. A worksheet with suggested oral questions is provided.

*STEP VII* - Evaluation

*STEP VIII* - The Home and Community section is optional and may be assigned if there is sufficient time.

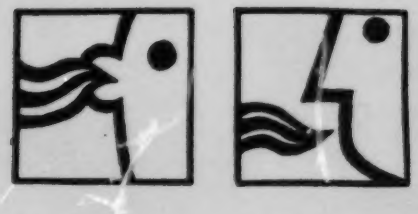
# STUDENT ACTIVITY MATERIAL

Juliana Mora: Air Traffic Controller

Juliana Mora has been an air traffic controller at the Dallas-Fort Worth (D-FW) Regional Airport for almost three years. She She is dark haired and brown eyed, a fairly tall woman. When talking to her you would think that you were talking to Queen Elizabeth. Juliana is very proper and has piercing eyes.

All through my interview with Juliana, she was cool and calm. She showed very little emotion. She seemed to be quick to answer questions and spoke clearly and precisely. When I asked her why she decided to become an air traffic controller, she answered, "I enjoy the responsibility."

Juliana explained that in her job there are certain essential qualifications. An air traffic controller must be mentally alert, have a good memory, and be dependable. It is very important that this person have control of his or her emotions. There is a lot of strain in this job since the lives of so many people depend on the controller's good



judgement. Also, persons in this job must be able to speak clearly and precisely.

Juliana has all the necessary qualifications for the job. She is calm, controlled, and mature.

WORKSHEET

Answer the following questions orally:

1. Think of the last trip you took. It may have been across town or across the nation. It may have been by bus, plane, rail or boat. Choose a worker who helped you make your trip and describe him or her.

_____

_____

2. What qualifications do you think the worker had that helped get the job done?

_____

_____

3. Why is it important for an air traffic controller to stay calm?

_____

_____

4. Is it important for a taxi driver to stay calm? Explain.

_____

_____

5. What qualifications do you think a truck driver should have?

_____

_____

## WORKSHEET ANSWERS

The questions are divergent and are designed to encourage speaking skills. Accept all logical answers.

# HOME and COMMUNITY

The student may visit a local airport and talk to an off-duty air traffic controller and find out about the qualifications for becoming an air traffic controller. The student may take notes during the visit and later share the information with the class.

An alternative activity is to invite an air traffic controller to speak to the class about his or her job. Most airlines have a public relations office and may be able to contribute brochures about this job or others in the industry.

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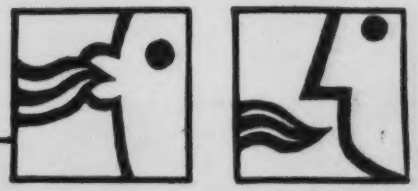


# EVALUATION

To the Teacher:

Read the short story entitled "Being an Air Traffic Controller." Have the students listen carefully. The students are to take brief notes. At the end of the activity, the students should transfer their notes to the sheet entitled, "Describing the Person."

On this worksheet the students are to write down only those notes that they feel describe the qualifications of an air traffic controller. Then they should present a one minute speech describing the person and using their notes as a reference.

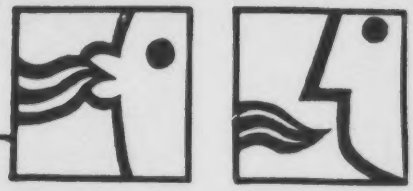
# EVALUATION

Being An Air Traffic Controller

Air traffic controllers have very important jobs. They must give clear and correct directions to pilots. When airports are busy, the air traffic controller sometimes must keep track of several planes at one time.

Do you have very good health? Can you decide what to do quickly without getting upset? Can you speak clearly? Do you like to do things that must be exactly right?

If you can say yes to these questions, why not think about being an air traffic controller?



# EVALUATION

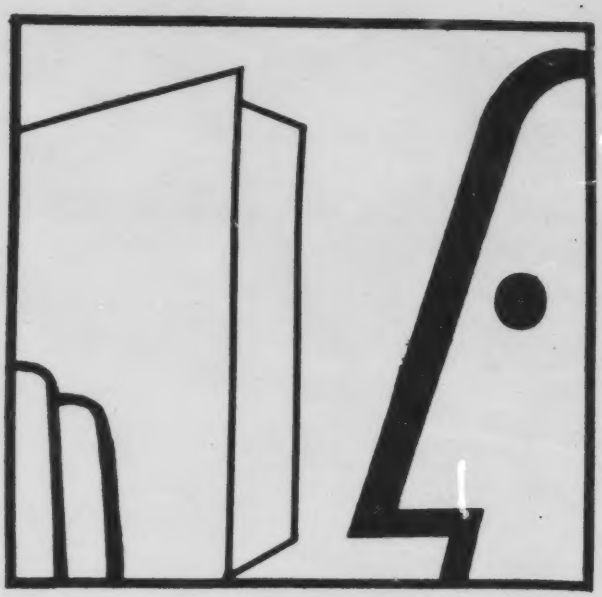
Describing the Person

# EVALUATION

The teacher should evaluate the activity on the basis of how well the students listened to the narrative and how well they presented the speech.

The students may have noted these descriptive qualifications:

1. Speak clearly
2. Give directions
3. Handle various activities at the same time
4. Have good health
5. Have a stable personality
6. Be precise



# COMPONENT II
## Section Two

# Section Two
# Using the Classified Ad Section

## Key Words

- section
- index
- advertisement
- classified index

## Learning Objective

*Given the classified ads section of a local newspaper, the students will demonstrate their reading ability by locating the proper Transportation job information and corresponding qualifications. The students will complete the evaluation according to the criteria established by the teacher.*

## Materials

- copies of "The Ins and Outs of Newspapers"
- copies of "The Classified Index"
- copies of "Locating the Employment Section"
- copies of "Locating Transportation Jobs"
- copies of evaluation instrument

## Domains and Levels

**Cognitive:** Knowledge, Comprehension, Application, Analysis

**Affective:** Receiving, Responding, Valuing

# IMPLEMENTATION GUIDELINES

Time: *45 minutes*

*STEP I* - The teacher should explain to the students the standard procedure for locating the classified ads in the local newspaper. This procedure will, of course vary according to the size of the local newspaper.

*STEP II* - The following is a suggested procedure for using a large newspaper:

(a) Locate the newspaper index. Have the students look at and read the information sheet, "The Ins and Outs of Newspapers." The teacher should explain the information to the students.

(b) Locate the classified index. The teacher should make sure each student has a copy of the information sheet, "The Classified Index." The teacher should explain in detail the significance of this index.

(c) Locate the employment section. Have the students look at the information sheet, "Locating the Employment Section." The teacher should explain how to distinguish from employment and non-employment sections.

(d) The last procedural step is to locate the specific jobs in transportation. The information sheet, "Locating Transportation Jobs" should give the students insight into the specific types of transportation jobs. The teacher may have the students read some of the clasified ads on this particular information sheet. Students should note the job qualifications.

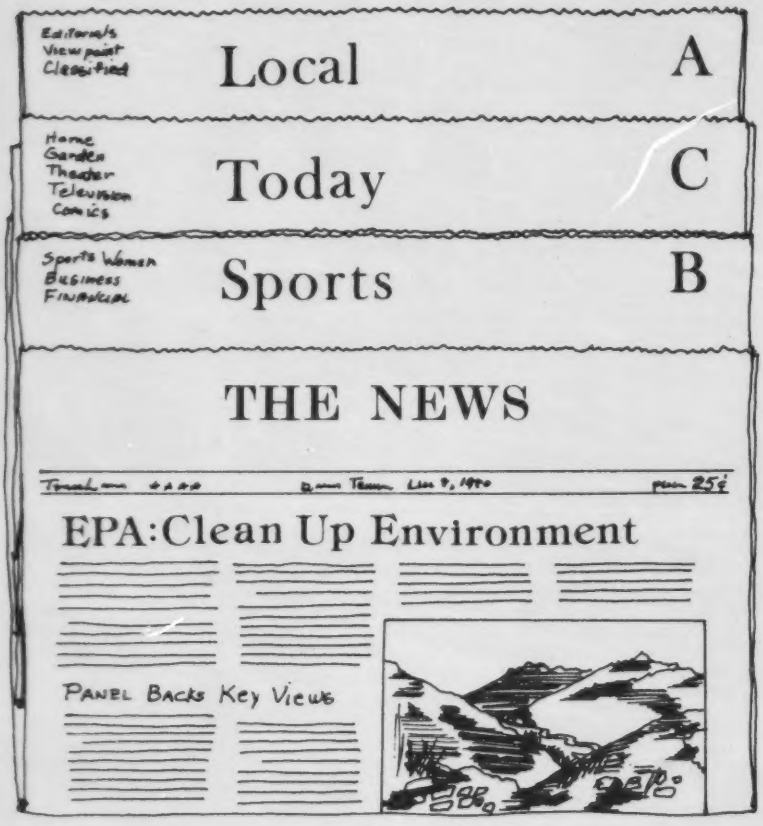
*STEP III* - As an enrichment and reinforcement exercise, the teacher may wish to bring several local newspapers (from small towns or large cities) and have the students look up the classified ads for jobs in transportation or other fields.

*STEP IV* - Evaluation

*STEP V* - The Home and Community section is optional and may be assigned if time permits.

# STUDENT ACTIVITY MATERIAL

The Ins and Outs of Newspapers




Most newspapers are divided into sections, A, B, C, D., etc. Some newspapers will furnish a complete index of what's inside the newspaper:

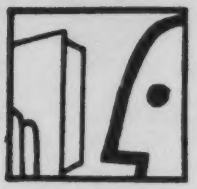
# Inside

## Index


Bridge.....3AA
Business.....9D
Classified..13E
Comics.....7A
Crossword....4D
Editorial....1A
Finances.....5D
Obituaries....23E
Television....14C
Viewpoint.....7C
GUIDE
Entertainment..35
Movies.....22
Puzzles.....28


## Weather

Dallas-Ft Worth area
Warm through Monday. High Saturday to 109°
Low 95°. Sunday high 107°, low 96°. Monday low 90s.
See Weather on page 7A 67



The Classified Index

Many newspapers include a Classified Index, a detailed outline of the kinds of classified ads that are advertised:

# CLASSIFIED INDEX

**ANNOUNCEMENTS and NOTICES**
A-1 Deaths & Funerals
A-6 In Memoriam
A-10 Flowers
A-14 Births
A-18 Business Meetings
A-19 Legal Services
A-21 Engagements & Weddings
A-22 Lost & Found
A-26 Business Personals
A-28 Resorts, Camps, Travel
A-30 Auto Delivery

**TRANSPORTATION, TRUCKS and RECREATIONAL VEHICLES**
B-1 Autos for Sale
B-2 Imported Cars
B-6 Auto Rent & Lease
B-8 Auto Services
B-13 Auto Parts & Accessories
B-15 Airplanes, Accessories
B-19 Motorcycles
B-21 Motor Homes
B-23 Campers
B-25 Travel Trailers

**BUSINESS OPPORTUNITY**
C-1 Retail Stores
C-3 Restaurant, Lounges
C-7 Hotels & Motels
C-11 Printing Equipment
C-15 Miscellaneous Opp.
C-19 Business Opp. Wanted

**EMPLOYMENT**
E-2 Employment Consultants
E-5 General Office
E-7 Sales
E-10 Data Processing
E-11 Professionals
E-17 Trades
E-19 Miscellaneous
E-21 Domestic

**INSTRUCTION and EDUCATION**
F-3 Business Schools
F-5 Trade Schools

**FINANCIAL**
H-1 Money to Loan
H-2 Money Wanted
H-3 Mortgages, Stocks

**LIVESTOCK PETS**
K-1 Cats, Birds, Fish
K-2 Dogs
K-4 Horses
K-5 Cattle
K-8 Pasture & Grazzing

**MERCHANDISE FOR SALE**
L-1 Miscellaneous for Sale
L-2 Garage Sales
L-6 Sailboats
L-7 Cameras & Supplies
L-11 Antiques, Art, etc.
L-13 Jewelry, Watches
L-17 Furniture
L-21 Appliances
L-35 Musical Instruments
L-45 Office Furniture
L-47 Office Equipment
L-48 Office Supplies
L-49 Garden Yard Equipment
L-51 Farm Equipment
L-59 Wearing Apparel

**RENT, LEASE PROPERTIES**
P-1 Business Property
P-3 Office Space
P-5 Out of Dallas Property
P-6 Rooms for Rent
P-7 Homes (Unfurnished) Dallas
P-13 Homes (Furnished) Dallas
P-19 Apartments-Downtown Dallas
P-27 Apartments, Duplexes (Furnished) Dallas
P-34 Rents to Share
P-35 Lake Property
P-37 Farms, Ranches, Acreage

**HOMES and REAL STATE FOR SALE**
S-1 Business Property
S-3 Out of Dallas Property
S-4 Condominiums, Townhouses
S-15 Highland Park Area
S-27 Pleasant Grove Area
S-50 Lots for Sale
S-51 Acreage
S-57 Lake, Resort Property
S-59 Miscellaneous

(1) If you were looking for transportation information, in what section would you find it?

(2) What particular kind of transportation information might you find?

Locating the Employment Section

**What transportation jobs am I looking for?**

1. Which headings indicate jobs?
2. Which headings indicate things for sale?

Locating Transportation Jobs

Read one of the following ads aloud. Locate the qualifications for the job if they are included in the ad you chose.

**Truck Drivers**
Hard work, long hours. No experience needed. Apply in person. Ask for Mr. Oninsky.

Are you a college graduate? Would you want to become an AIR TRAFFIC CONTROLLER Send your resume to P. O. Box 3921, Oklahoma City, Ok.

Highway Transportation

Rail Transport

TRANSPORT DRIVER WANTED

**School Bus Driver**
Do you like children? This is the perfect job. If you have a good driving record and need a part-time job, apply at the "Great Academy" ask for Ms. Goodwinn.

TRANSPORTATION

**Pilots!**
Previous experience required. 3,000 hrs of flight and military background preferred. Call collect 1-513-8675. Mr. Adams.

**Highway Construction**

Locating Transportation Jobs (Key)

Students should read and understand the ad. Qualifications mentioned are experience, sales ability, local and interstate experience.

# HOME and COMMUNITY

The students may check with local merchants in their community and find out if they have advertisements in the classified ad section of the newspaper. They may inquire what effect this has on the business. They may report to the class about the benefits of advertising in the classified ad section.

# EVALUATION

To the teacher:

Assign each student two jobs in the field of transportation, and have them locate examples of these jobs in the classified ad section of a local newspaper. The student should note the job qualifications if they are mentioned. Tell the student to read the job description to make sure the job is related to the career cluster of transportation.

The teacher may select transportation jobs from the list below:

| | D.O.T. Number |
|---|---|
| **A. Highway Transportation** | |
| Parking Lot Attendent | (915.878) |
| Automobile Service Station Attendant | (915.867) |
| Taxi Driver | (913.643) |
| Bus Driver | (913.903) |
| **B. Rail Transportation** | |
| Conductor, Road Freight | (198.168) |
| Railway Express Agent | (910.138) |
| Brakeman | (910.884) |
| Yardmaster | (184.168) |
| **C. Airborne Transportation** | |
| Pilot | (196.168) |
| Flight Engineer | (621.281) |
| Airline Radio Operator | (193.282) |
| Pilot Board Operator | (239.588) |
| **D. Pipeline Transportation** | |
| Gasman Head | (549.131) |
| Coal Pipeline Operator | (914.782) |
| Coating Inspector Pipeline | (914.287) |
| Pumpman | (914.885) |

E. Water Transportation

| | |
|---|---|
| Ship Captain | (197.168) |
| Radio Officer | (193.282) |
| Ship Mate | (197.133) |
| Ship Pilot | (197.133) |

# EVALUATION

Answers will depend on the jobs the student found. Emphasis should be placed on the ability of the student to read and interpret ads. Accept all logical answers.

# COMPONENT II

## Section Three

# Section Three
# Organizing a Paragraph

## Key Words

- aviation
- aeronautics
- civil
- qualifications

## Learning Objective

*Given a short narrative dealing with the qualifications of an Air Traffic Controller, the students will show their abilities to unscramble the sentences to form a paragraph. The students will perform with an 80% accuracy on the evaluation.*

## Materials

- copies of "History and Importance"
- copies of "How To Become an Air Traffic Controller"

## Domains and Levels

**Cognitive:** Knowledge, Application, Synthesis

**Affective:** Receiving, Responding

# IMPLEMENTATION GUIDELINES

Time: *45 Minutes*

*STEP I* - This is a writing activity and the student should be made aware of this fact. Also remind the student that he or she will have to start the activity with the concept of unscrambling sentences in order to organize a logical paragraph. Directions should be given at this time.

(a) The students listen to the narrative, "History and Importance" while they follow along on their copies. They should listen and read carefully, noting the fact that the sentences have no logical order and they don't form a logical paragraph.

(b) The students will be expected to re-write the narrative by unscrambling the sentences and producing a logical paragraph.

*STEP II* - After a brief discussion about the narrative, the teacher may read the narrative to the students again. The teacher should read at a moderate pace to make sure the students understand the narrative and are able to unscramble the sentences.

*STEP III* - When the students have understood the directions, let them proceed to unscramble the sentences and form a logical paragraph. It is advisable to help them find the first logical sentence, especially if the majority of the class is having difficulty in writing. Much of this activity is a matter of copying the right sequence or order of the sentences.

*STEP IV* - Since this particular narrative includes dates, it is possible and most logical to unscramble the sentences and sequence them by chronological order.

*STEP V* - As an enrichment writing activity, students may wish to write their own paragraph. A list of topic sentences is given. Students may choose one and write their paragraph.

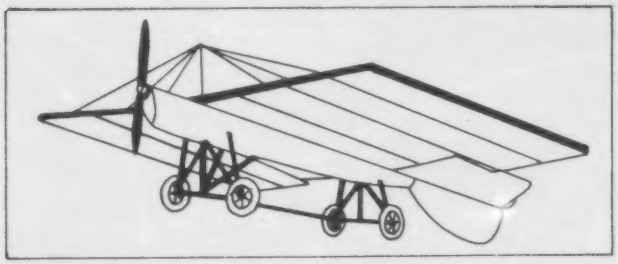
*STEP VI* - Evaluation

*STEP VII* - The Home and Community section is optional and may be assigned if time permits.

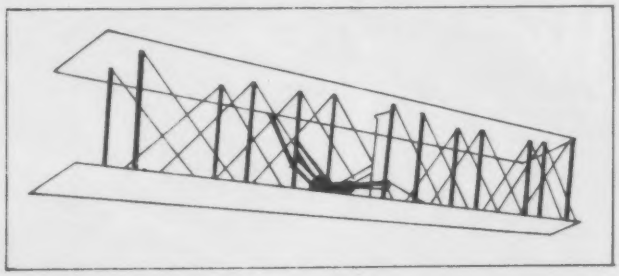
# STUDENT ACTIVITY MATERIAL

## History and Importance

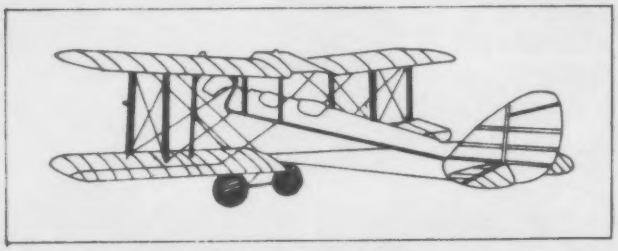
Government control of civil aviation dates back to 1926. By 1980, U.S. airlines are expected to fly 379 billion passenger miles and carry 470 million travelers. In 1938, the Civil Aeronautics Act created the Civil Aeronautics Authority. Air transportation, as it is known today, was actually begun in May, 1918. In 1934, more changes were made, and the bureau was given the name of the Bureau of Air Commerce.



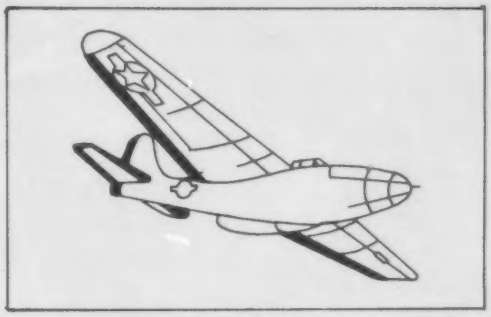
1884 - Steam Monoplane



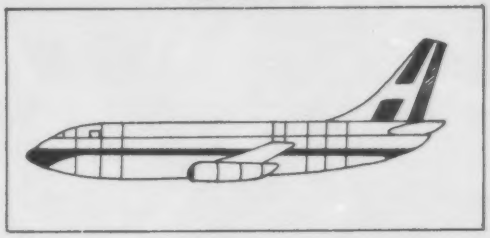
1903 - Wright Brothers



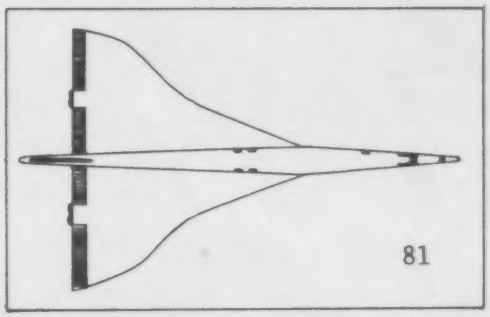
1925 - DeHavilland Moth



1942 - First Jet Plane
AIRACOMET



BOEING 737




CONCORDE

History and Importance Key

Answer Key

Air transportation, as it is known today, was actually begun in May, 1918. Government control of civil aviation dates back to 1926. In 1934, more changes were made, and the bureau was given the name of the Bureau of Air Commerce. In 1928 the Civil Aeronautics Act created the Civil Aeronautics Authority. By 1980, U.S. airlines are expected to fly 379 billion passenger miles and carry 470 million travelers.

WORKSHEET

Choose one of these topic sentences and write a short paragraph.

1. Traveling by plane is very exciting. _____

_____

_____

2. A taxi driver has to have a lot of patience. _____

_____

_____

3. On our last vacation, we traveled by car. _____

_____

_____

4. I want to drive big trucks when I graduate. _____

_____

_____

# HOME and COMMUNITY

The student may interview a relative or friend in the home or community who works in the career cluster of transportation. During the interview, the student may jot down some of the qualifications necessary for the particular job. The student will write a short paragraph about the interview, especially the job qualifications and read the paragraph to the class.

# EVALUATION

To the teacher:

The evaluation of Section 3 is based on the student's performance on the narrative, "How To Become An Air Traffic Controller." Using the key, the teacher can evaluate the performance and assign a specific grading system.

Criteria that can be used are the following:

1. ability to unscramble sentences to form a paragraph
2. ability to recognize qualifications in sequential order.

# EVALUATION

How To Become An Air Traffic Controller

Then you will need to pass a hard physical examination. You may want to go to college before trying for a controller's job. Try to take courses in math, physics, typing, and public speaking. Then you will need to pass a civil service examination. First, finish high school. If you are accepted as an air traffic control person, you will be trained.

Rewrite the sentences above in a logical order.

# EVALUATION

How To Become An Air Traffic Controller Key

ANSWER KEY

First, finish high school. Try to take courses in math, physics, typing, and public speaking. You may want to go to college before trying for a controller's job. Then you will need to pass a civil service examination and a hard physical examination. If you are accepted as an air traffic control person, you will be trained.

# Component 3

Section One

Section Two

Section Three

# HEALTH SERVICES

# OVERVIEW

The component is designed to give the students the opportunity to link the world of work, especially health-related careers, with language arts skills.

Section I deals with listening-speaking skills in a work-related situation which involves recognizing the main idea in the narrative. It also includes the use of figurative speech such as similes, metaphors or personification.

Section 2 deals with reading skills. Students demonstrate their ability to identify synonyms and antonyms in a situation related to health care.

Section 3 deals with writing skills in the context of organizing paragraphs using topic sentences and relevant details.

# GOALS

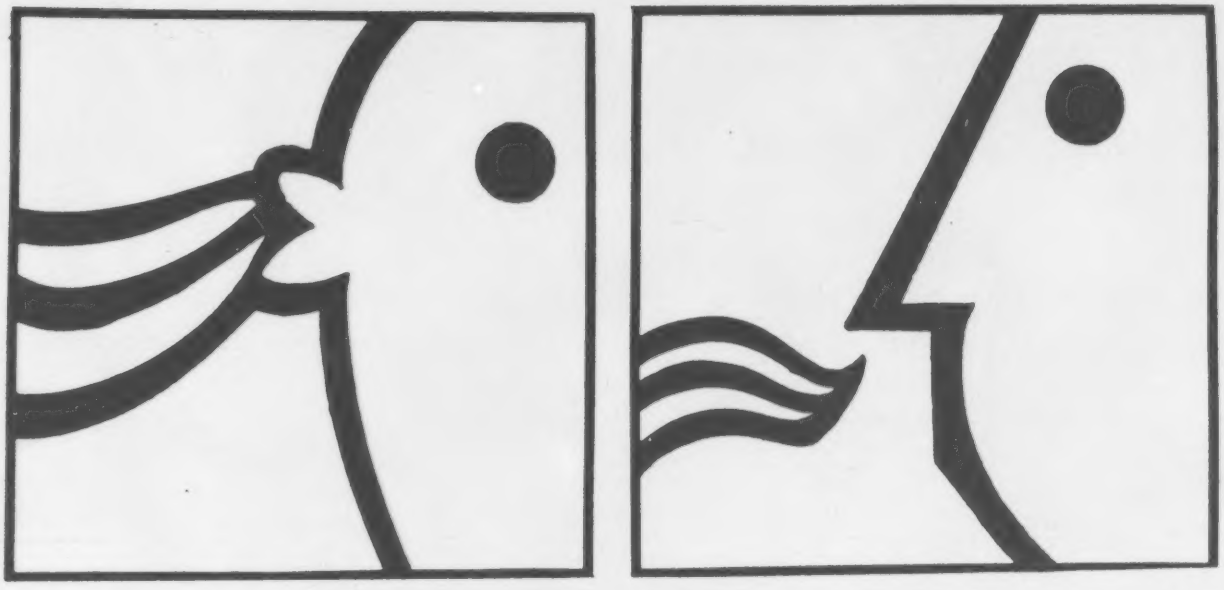
| | |
|---|---|
| LISTENING-SPEAKING: | The students will show their listening abilities by recognizing the main idea in a narrative and will show their expressive abilities by using figurative speech involving similes, metaphors or personification. |
| READING: | The students will demonstrate their reading ability by identifying synonyms and antonyms in narratives. |
| WRITING: | The students will organize paragraphs using topic sentences and relevant details. |

# LEARNING SECTIONS

*Section 1: Dr. Walter Bryan*

*Section 2: Roberto Sánchez: X-Ray Technician*

*Section 3: The Optometrist*



# COMPONENT III

## Section One

# Section One
# Dr. Walter Bryan

## Key Words

- psychologist
- mental health
- supporting
- explicit
- implies
- boldly
- attribute
- characteristics

## Learning Objective

*Given a narrative which emphasizes the health career of psychologist, the students will show their abilities to listen by recognizing the main idea in the narrative and will show their ability to express themselves orally by using figurative speech involving similes, metaphors or personifications. The students will perform with 80% accuracy on the evaluation.*

## Materials

- copies of the introduction and narrative
- copies of worksheet
- copies of "Figures of Speech" information sheet
- copies of corresponding worksheet
- copies of evaluation instrument

## Domains and Levels

**Cognitive:** Knowledge, Comprehension, Application, Analysis

**Affective:** Receiving, Responding, Valuing

# IMPLEMENTATION GUIDELINES

Time: *45 Minutes*

*STEP I* - Since this is a listening-speaking section , the student should understand that true listening is essential. Directions for the activity should be given at this time.

a) The teacher will read the introduction and the narrative. Students should listen carefully.

b) They will be expected to recognize the main idea of the narrative by stating it orally.

c) They will be required to orally complete a worksheet, identifying the main idea of the narrative and its supporting details.

*STEP II* - Before reading or taping the narrative it would be most appropriate for the teacher to conduct a class discussion concerning the career of a school psychologist.

Example: 1. What is a psychologist?

2. What kind of work does he or she do?

3. Do you have a psychologist in your school?

*Note to the teacher:

Some related health jobs:

| Job | Dictionary of Occupational Titles Number |
|---|---|
| Registered Nurse | 070.075 |
| Performs duties under the supervision of a physician; some duties include hospital nursing, private duty nursing, office nursing, public health, etc. | |
| Podiatrist | 070.079 |
| Specializes in the care of human feet. May use medical, physical, and surgical procedures. | |

# IMPLEMENTATION GUIDELINES

Pathologist 070.070

Aids in diagnosis by requesting appropriate examinations or laboratory tests which will detect or identify suspected diseases.

Other health jobs:

Orthoptist 070.079

Works with children who have vision disorders.

Orthodontist 070.072

Is a dental specialist who diagnoses and takes measures to correct or prevent abnormal conditions of teeth.

Optometrists 070.079

Is a health care practitioner who specializes in the examination of the eyes and visual system.

*STEP III* - After the short discussion, the teacher should read the narrative to the students or play the pre-recorded tape.

*STEP IV* - The teacher may ask questions to make sure that the students have understood the narrative.

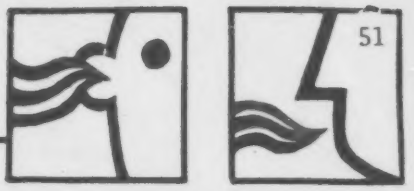
*STEP V* - After the students understand the narrative, the teacher should guide them to recognize the main idea. The worksheet may be answered orally.

# IMPLEMENTATION GUIDELINES

*STEP VI* - The teacher will now explain to the class the meaning of figurative speech. He or she will write the three types of figures of speech we call similes, metaphors, and personification on the board. A definition and examples of each should be given. The students, along with the teacher, should review the handout, "Figures of Speech." When the teacher feels that the students have grasped the meaning of these three figures of speech, she or he will hand out the worksheet. This worksheet should be answered orally.

*STEP VII* - Evaluation

*STEP VIII* - The Home and Community activity is optional, to be assigned if time permits.




# STUDENT ACTIVITY MATERIAL

All of us depend on others for our basic needs, such as health care. When careers in health are mentioned, many people think of physical illnesses or doctors. There are many jobs in the health field, however, that have to do with mental health. Since stress or tension has become so common in the world today, these jobs have become more and more important. A psychologist is an important member of the mental health team. The school psychologist, for example, diagnoses the needs of gifted and handicapped children. These professionals also help those who have problems in their lives, as you will see in the following narrative.

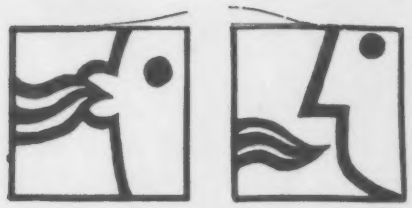
Listen to the narrative carefully. Ask yourself what the main idea is. See if you can pick out details that support the main idea.

To the teacher:

This following brief narrative may be taped, acted out, or read by the teacher.

The scene is the office of a School Psychologist, Dr. Walter Bryan. Dr. Bryan is discussing Joe's problems at school with his mother, Mrs. Goldstein.

Dr. Bryan - Mrs. Goldstein, we want Joe to return to school. He has many problems, but dropping out of school will only make them worse.



Mrs. Goldstein - Yes, doctor. I feel so sorry for him. Ever since his father died six months ago, he just hasn't been himself. He gets into all kinds of trouble lately.

Dr. Bryan - Maybe we can help him resolve his problem. You can help by talking to him about coming back to school. He needs an education. Joe is a gifted student, and he loves math. For Joe, school is math.

Mrs. Goldstein - Yes, he used to be proud of his A's in math and liked to show his grades to his father.

Dr. Bryan - Well, he may be upset and in trouble, but if he returns to school he will feel much better. School will keep him busy.

Mrs. Goldstein - I agree, Dr. Bryan.

Dr. Bryan - I talked to Joe last week. I told him that his father was always proud as a peacock of his grades and that he should continue studying. I think when he sees that his father would have liked him to stay in school, he will come back. Let's work together to help him.

Mrs. Goldstein - Dr. Bryan, I will do everything I can to get him to come back to school.

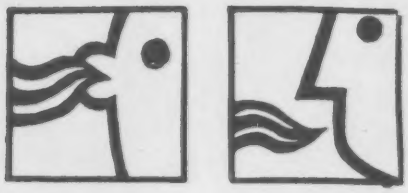
Dr. Bryan - Thank you, Mrs. Goldstein. Later in life I think Joe will be glad he has an education.

## The Main Idea and Supporting Details

Answer the following orally:

I. What was the main idea of the story?

II. In the same narrative, what are some of the supporting details?



WORKSHEET ANSWERS

I. The doctor and the mother want Joe Goldstein to return to school.

II. Answers may be:

a. Joe's father had died.

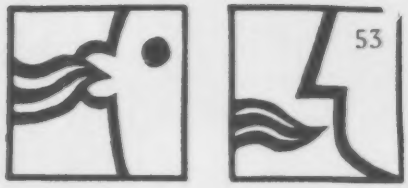
b. He left school and is in trouble.

c. He is very good in math.

d. The mother and doctor will work together.

e. Joe will be glad he returned to school in the future.

f. Accept all logical answers.




Figures of Speech

In the story about Joe, you heard the psychologist say that Joe's father was as "proud as a peacock" of Joe's grades in math. This is a figure of speech called a simile.

Listen to the definitions and examples of these figures of speech:

I. Definitions:

a) simile - is an explicit comparison that makes use of words such as like, as, or seems.

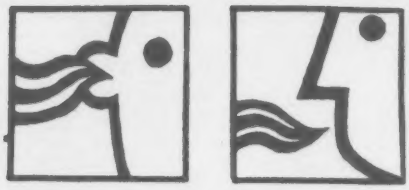
b) metaphor - implies comparison, but does not use such words as like; it boldly states something to be that which it is not.

c) personification - is a particular type of metaphor, which attributes human characteristics to nonhuman things or ideas.

II. Examples:

a) simile: Her eyes shone like stars.
He ran as fast as a rabbit.
Waiting seemed like an eternity.

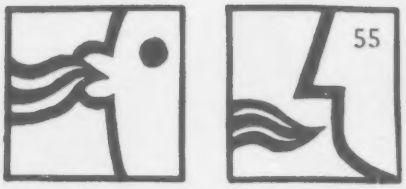
b) metaphor - "Juliet is the sun"
Mother is love.
Her hair is a dark waterfall.



c) personification - The trees sing to the hills.

The mountains caress the clouds.

The old house moaned and groaned.




WORKSHEET

Complete the following orally:

1. The nurse was as kind as _____.

2. The victims of the hurricane cried like _____.

3. They boy is as smart as _____.

4. In science, she was _____.

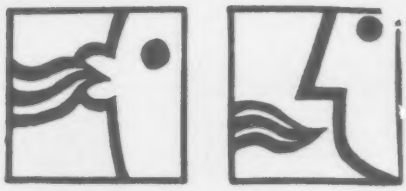
5. Time in the hospital waiting room passed as slowly as _____.

6. Her eyes were _____.

7. He was as skinny as _____.

8. The wind _____.

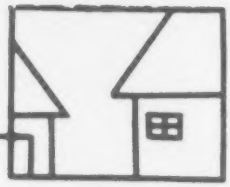
9. The old house _____.



ANSWER KEY

The teacher may accept any creative answer the students can come up with. Students may be encouraged to invent their own figures of speech if there is time.

# HOME and COMMUNITY



If the school has a psychologist or counselor, the student may ask him or her to give a short talk to the class on mental health. Afterward, the class may discuss the main ideas presented.

Students may also write or call the Department of Mental Health and Retardation of their state and ask for information about careers in this field.

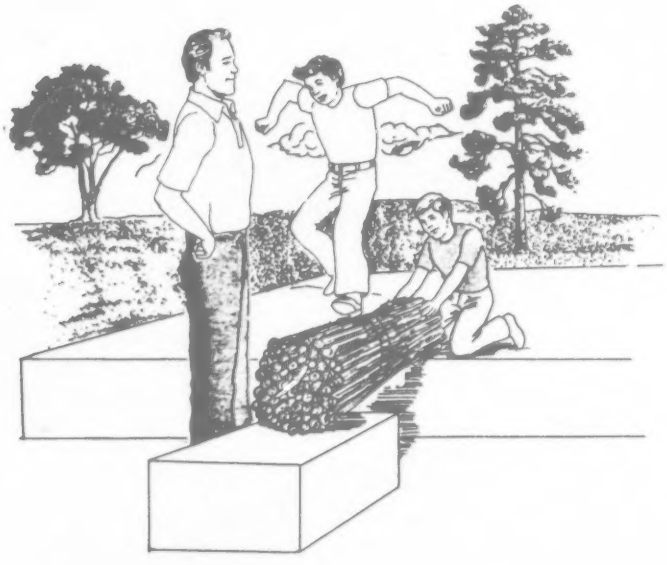
# EVALUATION

To the teacher:

Read the attached narrative to the students. Make sure the students are listening carefully. The students are to respond to the two questions on the evaluation sheet.

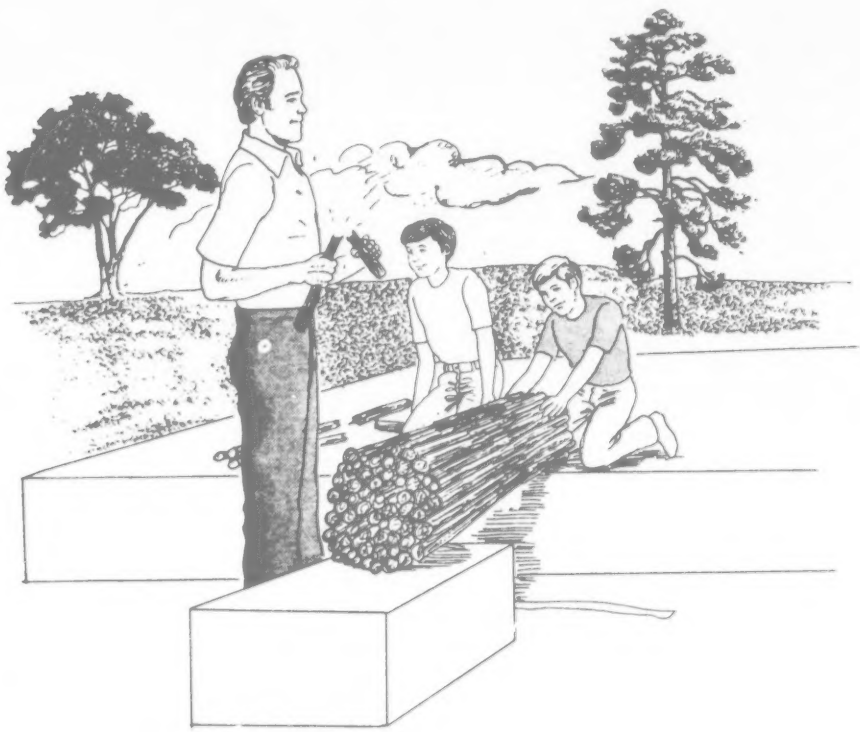
Mr. Martino and His Sons

Mr. Marcelo was very unhappy with his sons. They wouldn't work together in his shop. One day Mr. Marcelo, as smart as an old fox, called them together. He showed them a bundle of six sticks tied together. "Let's see who can break this bundle of sticks," Mr. Marcelo told them.



# EVALUATION

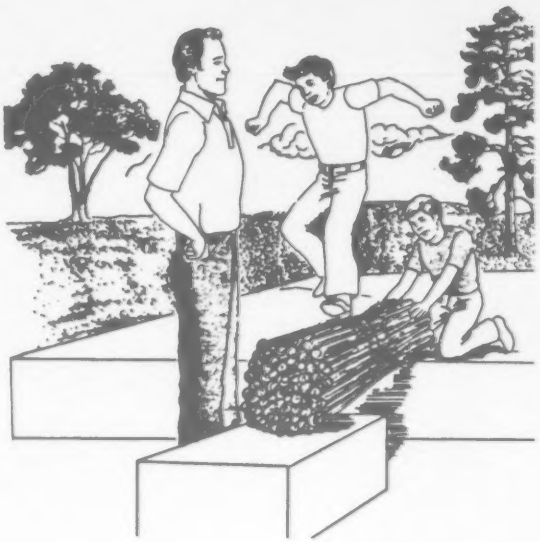
The sons, determined as bulls, took turns trying to bend and break the bundle. However, they weren't successful. Then, Mr. Martino untied the bundle, he took one stick at a time and broke them one by one. He told his sons, "Remember that togetherness makes things stronger, just like the bundle of sticks. So work together, so nobody can destroy us one by one. We are like a team. Together we will be as strong as a rock."



# EVALUATION

QUESTIONS

1. What is the main idea in the story, "Mr. Martino and His Sons?"



2. What are the supporting details of the story?

3. Find two figures of speech in the story.

4. What kind of figures of speech are used?

# EVALUATION

KEY

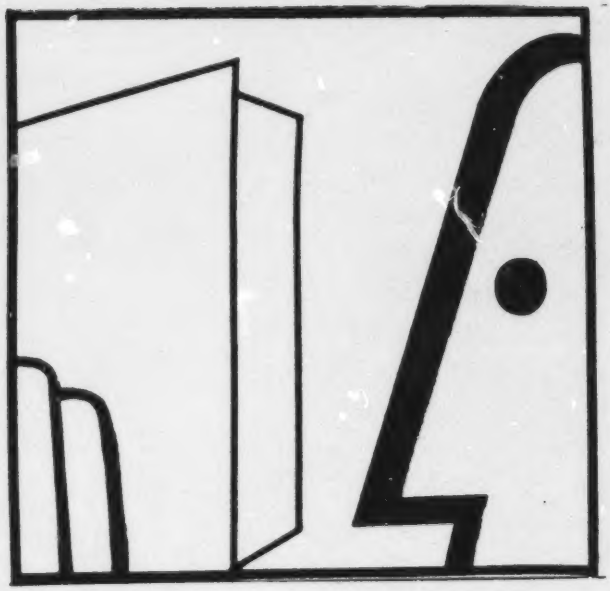
Approximate answers for evaluation:

1. The main idea: There is strength in unity.

2. Supporting details: He used a bundle of sticks to demonstrate.
   The sons couldn't break the sticks.
   Accept any logical answer.

3. Figures of speech: Smart as an old fox.
   Determined as bulls.
   Strong as a rock.

4. They are similes.



# COMPONENT III
## Section Two

# Section Two
# Roberto Sánchez: X-Ray Technician

## Key Words

- radiologist
- routine
- technician
- frown
- concussion
- fracture
- synonym
- antonym

## Learning Objective

*Given a short narrative about an X-Ray Technician, the student will demonstrate the ability to identify synonyms and antonyms and how they are commonly used by people in health care situations. The students will perform with 80% accuracy on the evaluation.*

## Materials

- copies of the narrative, "Roberto Sánchez: X-Ray Technician"
- copies of the information sheet, "Studying Synonyms and Antonyms"
- copies of "Medical Synonyms"
- copies of evaluation instrument

## Domains and Levels

**Cognitive:** Knowledge, Comprehension, Application, Analysis

**Affective:** Receiving, Responding, Valuing

# IMPLEMENTATION GUIDELINES

Time: *45 Minutes*

*STEP I* - The teacher should make sure that the students have sufficient copies of the narrative entitled "Roberto Sánchez: X-Ray Technician."

*STEP II* - The teacher should see that the students take turns reading the narrative aloud. Once the narrative has been completed, and the teacher feels that the students have read adequately and have comprehended the contents, the teacher will issue sufficient copies of the information sheet entitled, "Studying Synonyms and Antonyms."

*STEP III* - The teacher will review synonyms and antonyms from the information sheet with the students. The teacher will then write the word synonyms on one side of the chalkboard and antonyms on the other. She will list some synonyms and antonyms from the information sheet.

*STEP IV* - When the teacher feels that the students have a thorough comprehension of synonyms and antonyms, then she or he will have the students read the narrative "Roberto Sánchez: X-Ray Technician" and pick five of the underlined words and look up their synonyms and antonyms.

*STEP V* - The teacher should check each student's work to make sure they have a thorough understanding of synonyms and antonyms.

*STEP VI* - The teacher should provide each student with a copy of the chart "Medical Synonyms". This chart will demonstrate to the student how medical terms have synonyms so lay people can understand them. This will also provide an opportunity for the student to see the use of synonyms in health care careers.

*STEP VII* - There should be one copy of the evaluation instrument for each student. The students are to write in the appropriate synonym or antonym that corresponds to the underlined word in the narrative.

*Note to the teacher:

Some related health jobs:

# IMPLEMENTATION GUIDELINES

| Job | Dictionary of Occupational Titles Number |
|---|---|
| Licensed Practical Nurse<br><br>Gives direct patient care under the supervision of a physician, registered nurse, or in some instances, a dentist. | 070.079 |
| Pharmacist<br><br>Dispenses medications prescribed by physicians, dentists, or veterinarians. | 070.074 |
| Clinical Psychologist<br><br>Is a highly trained professional specializing in the diagnosis, treatment, and prevention of mental illness, emotional problems, and personality disorders. | 070.045 |
| Other health jobs: | |
| Physical Therapist<br><br>Rehabilitates persons with muscle, nerve, joint, or bone diseases. | 070.079 |
| Medical Technologist<br><br>Is a health specialist qualified to supervise and conduct medical laboratory tests and procedures. | 070.078 |
| Medical Record Administrator<br><br>Interprets policy, establishes department procedures, and supervises medical records | 070.100 |

# STUDENT ACTIVITY MATERIAL

## Roberto Sánchez: X-Ray Technologist

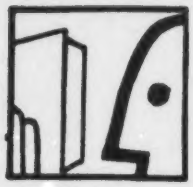
X-Ray technicians run x-ray equipment. They also help the radiologist. Radiologists are doctors who work with x-rays. X-rays are often used to find out what is wrong with a patient. Technicians prepare the patient. They then take the x-rays that are needed.

Roberto Sánchez works as an x-ray technician at Santa Rosa de Lima Hospital. His daily routine starts at 9 o'clock in the morning. He checks in with Dr. Alfred Myers. This morning Roberto and Dr. Myers are studying the x-rays taken of a young man injured seriously in a motorcycle accident.

As Dr. Myers pins the x-ray prints against the lighted wall, he looks closely at the outline. "Umh," he frowns, "Doesn't look too good."

"Look at this one," Roberto said excitedly, "Doesn't this look like a complicated fracture of the arm?"

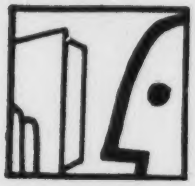
"Yes," Dr Myers answers, "that's exactly what it is. This young man will require quite a bit of surgery. Call Dr. Vela and get him over here."



"Yes, sir," Roberto answers immediately.

"And do me a favor," Dr. Myers adds. "You will have to do a few more x-rays of the young man."

"Yes, sir," Roberto answers.





Roberto Sánchez: X-Ray Technologist

X-Ray technicians run x-ray equipment. They also help the radiologist. Radiologists are doctors who work with x-rays. X-rays are often used to find out what is wrong with a patient. Technicians prepare the patient. They then take the x-rays that are needed.

Roberto Sánchez works as an x-ray technician at Santa Rosa de Lima Hospital. His daily routine starts at 9 o'clock in the morning. He checks in with Dr. Alfred Myers. This morning Roberto and Dr. Myers are studying the x-rays taken of a young man injured seriously in a motorcycle accident.

As Dr. Myers pins the x-ray prints against the lighted wall, he looks closely at the outline of the skull.

"Umh," he frowns, "Looks like a pretty bad concussion."

"Look at this one," Roberto said excitedly, "Doesn't this look like a complicated fracture of the arm?"

"Yes," Dr. Myers answers, "that's exactly what it is. This young man will require quite a bit of surgery. Call Dr. Vela and get him over here."

"Yes, sir," Roberto answers immediately.

"And do me a favor," Dr. Myers adds. "You will have to do a few more x-rays of the young man."

"Yes, sir," Roberto answers.

Name _____ Class _____ Date _____

Studying Synonyms and Antonyms

A synonym is a word having the same or nearly the same meaning as another in the same language.

An antonym is a word having the opposite meaning.

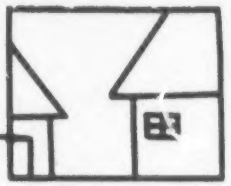
Some examples of synonyms and antonyms are in the following chart:

| WORD | SYNONYM | ANTONYM |
|---|---|---|
| work | labor, occupy oneself | play |
| young | youthful | aged, old |
| help | aid, assist | hinder |
| prints | pictures | negatives |
| exciting | thrilling | boring |
| exactly | precisely | inexactly, vague |
| immediately | instantly | belatedly, tardy |
| start | begin | end |
| right | correct | incorrect, wrong |

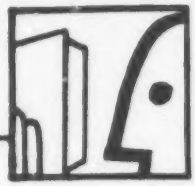
Medical Synonyms

| MEDICAL TERM | SYNONYM |
|---|---|
| abdomen | stomach |
| adipose | fat |
| anterior | front |
| biennial | two |
| cilia | hair |
| convergence | alike |
| examination | test |
| digit | finger |
| gestation | pregnancy |
| glucose | sugar |
| hilum | scar |
| inclusions | food particle |
| ingestion | eating |
| lachrymal | te. ·s |
| physique | body |
| pigment | color |
| cadaver | corpse |
| cicatrix | mark |
| contusion | bruise |
| deglutition | swallowing |

# HOME and COMMUNITY



The students may look at the Want Ads of a newspaper. With the help of their parents, they may pick out three want ads related to health careers and read them. They may bring the want ads to class and share them with their companions.



# EVALUATION

To the teacher:

The Evaluation for Section 2 is comprised of a similar narrative as that in the student activity material. Note that the key emphasis in this component is reading. The task is for the student to read the narrative silently, then choose the correct word from the list given.

If you (the teacher) feel that the students are having difficulty arriving at a corresponding synonym or antonym, you may refer the student to the study sheet, "Studying Synonyms and Antonyms."

# EVALUATION

Name _____ Class _____ Date _____

I. Choose one of the words for each blank:

| | |
|---|---|
| young | help |
| works | exciting |
| exactly | prints |

Just as we depend on doctors to diagnose and treat our illnesses, doctors depend on x-ray technicians to 1._____ them find out what's wrong. A doctor may suspect that someone has a broken hip, but the diagnosis cannot be made without the help of the x-ray technician. This means looking at the 2._____, or x-rays, of the area. An x-ray technician 3._____ with many kinds of doctors. The correct diagnosis requires careful examination of the x-ray. The diagnosis must be 4._____ right. It can be an 5._____ job for a 6._____ person with the right qualifications.

# EVALUATION

II. Write the antonym for the following:

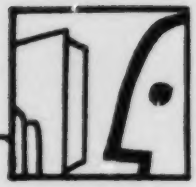
1. correct _____
2. youthful _____
3. exciting _____
4. begin _____
5. instantly _____
6. work _____

III. Substitute a lay person's word for the medical term underlined in the following:

The patient shows 1. contusions in the 2. adipose tissue of the 3. abdomen. There is difficulty in 4. deglutition and 5. ingestion.

1. _____
2. _____
3. _____
4. _____
5. _____

# EVALUATION



KEY

I. 1. help
2. prints
3. works
4. exactly
5. exciting
6. young

II. 1. incorrect, wrong
2. aged
3. boring
4. end
5. belatedly
6. play

III. 1. bruises
2. fat
3. stomach
4. swallowing
5. eating

# COMPONENT III
## Section Three

# Section Three
# The Optometrist

## Learning Objective

*Given a narrative about an optometrist, the students will show their abilities to organize paragraphs. The students will perform with an 80% accuracy on the evaluation.*

## Key Words

- optometrist
- prescribe
- qualifications
- perception
- coordination
- legibly

## Domains and Levels

**Cognitive:** Knowledge, Application, Synthesis

**Affective:** Receiving, Responding

## Materials

- copies of "The Optometrist"
- copies of "Worksheet #1"
- copies of "Worksheet #2"
- copies of "Jimmy Martin: Optometrist"

# IMPLEMENTATION GUIDELINES

Time: *45 Minutes*

*STEP I* - This is a writing activity and the student should be made aware of this fact. Also remind the students that they will have to start the activity with the concept that paragraphs are organized according to topic sentences and relevant details. Directions should be given at this time.

a) The students are to read the short narrative, "The Optometrist," carefully, noting that the beginning sentence of each paragraph is a topic sentence and that the rest of the paragraph contains the relevant details.

b) The students should underline the first sentence of each paragraph in the short narrative. The teacher should explain that the first paragraph deals with duties and responsibilities, the second with working conditions.

*STEP II* - For further reinforcement in organizing paragraphs, the teacher should give each student a copy of the worksheet. In this worksheet the students are to read the paragraph and underline the topic sentence.

*STEP III* - The students are then to write a short paragraph using the topic sentences given

*STEP IV* - Evaluation

*STEP V* - The Home and Community section is optional and may be assigned if there is sufficient time.

# STUDENT ACTIVITY MATERIAL

## The Optometrist

The duties and responsibilities of an optometrist are many. They include making vision analyses and giving eye tests. The tests tell the optometrist about both distant and near vision. When they are needed, eye glasses or contact lenses may be prescribed for the patients.

The working conditions of an optometrist are generally good. The offices and examination rooms are clean and comfortable. They are well-lighted and have up-to-date equipment. Optometrists perform most of their work while they stand or sit at tables and examination equipment.

WORKSHEET

People who want to become optometrists must have certain personal qualifications. They must have above average ability in science and math. They must be interested in the health and well-being of others. A person who wants to become an optometrist must have good health and normal eyesight. They must have good color and depth perception as well as good eye-hand coordination. They must be able to get along with people. They must also be patient, neat, and well-groomed. Speaking clearly and writing legibly is also important.

Persons planning on a career as an optometrist must have a good education. They should take a college entrance program during high school. English, biology, physical science, and math are important in high school. Optometrists must also have studied at a college of optometry for four years. Most applicants accepted into optometry school have a bachelor's degree.

ANSWER KEY

People who want to become optometrists must have certain personal qualifications. They must have above average ability in science and math. They must be interested in the health and well-being of others. A person who wants to become an optometrist must have good health and normal eyesight. They must have good color and depth perception as well as good eye-hand coordination. They must be able to get along with people. They must also be patient, neat, and well-groomed. Speaking clearly and writing legibly is also important.

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# HOME and COMMUNITY

The student may interview an optometrist in the community and find out how he or she became an optometrist. The student may tape the interview. Later, in class the student may review the tape, with the rest of the class, and try to recognize the topic sentences and relevant details in the conversation.

# EVALUATION

Choose one of the following topic sentences and write a brief paragraph.

1. I think I would like to be an optometrist. _____

_____

_____

_____

_____

2. I don't think I would enjoy a career as an optometrist _____

_____

_____

_____

_____

# EVALUATION

KEY

Accept all logical paragraphs. Paragraphs should give supporting statements and reflect the students' opinions.